

APPROVED
26-2004

Rockville, Maryland
September 14, 2004

The Board of Education of Montgomery County met in regular session at the Carver Educational Services Center, Rockville, Maryland, on Tuesday, September 14, 2004, at 10:15 a.m.

Present: Mr. Sharon W. Cox, President
in the Chair
Mr. Kermit V. Burnett
Dr. Charles Haughey
Mr. Walter Lange
Dr. Henry Lee
Mrs. Patricia B. O'Neill
Mr. Gabe Romero
Mr. Sagar Sanghvi, Student Board Member
Mr. Larry Bowers, Acting Secretary/Treasurer

Absent: Dr. Jerry Weast, Secretary/Treasurer

or () indicates student vote does not count. Four votes needed for adoption.

RESOLUTION NO. 526-04 Re: **CLOSED SESSION**

On recommendation of the Superintendent and on motion of Mrs. O'Neill and seconded by Dr. Haughey, the following resolution was adopted unanimously:

WHEREAS, The Board of Education of Montgomery County is authorized by the *Education Article* and *State Government Article* of the *Annotated Code of Maryland* to conduct certain meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct closed sessions on September 14, 2004, in Room 120 from 9:00 to 10:00 a.m. and 12:00 to 2:00 p.m. to discuss the Human Resources Monthly Report and Appointments, as permitted under Section 10-508(a)(1) of the *State Government Article*; and be it further

Resolved, That the Board of Education consider the acquisition of real property for a public purpose and matters directly related thereto, as permitted under Section 10-508(a)(3) of the *State Government Article* and Section 4-107(d) of the *Education Article*; and be it further

Resolved, That the Board of Education of Montgomery County receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*; and be it further

Resolved, That the Board of Education of Montgomery County dedicate part of the closed sessions on September 14, 2004, to acquit its executive functions and to adjudicate and

review appeals, which is a quasi-judicial function outside the purview of the Open Meetings Act under Section 10-503(a) of the *State Government Article*; and be it further

Resolved, That this portion of the meeting continue in closed session until the completion of business.

RESOLUTION NO. 527-04 Re: APPROVAL OF THE AGENDA

On recommendation of the Superintendent and on motion of Mr. Sanghvi seconded by Mr. Romero, the following resolution was adopted unanimously:

Resolved, That the Board of Education approve its agenda for September 14, 2004.

RESOLUTION NO. 528-04 Re: HISPANIC HERITAGE MONTH

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Dr. Lee, the following resolution was adopted unanimously:

WHEREAS, On August 17, 1988, the United States Congress by joint resolution authorized the President to proclaim annually the period beginning September 15 and ending on October 15 as National Hispanic Heritage Month; and

WHEREAS, The Hispanic Americans, or Latinos, are the largest, most rapidly growing ethnic group in the United States; and

WHEREAS, We celebrate today the richness of the diversity and the contributions of the peoples who are recognized as being of Hispanic or Latino culture in the United States, many of whom trace their roots to the Native American peoples of the Americas, to the Spanish explorers of the fifteenth century, and, more recently, to other European and Asian cultures; and

WHEREAS, Inspired by the legacy of the extraordinary Hispanic Americans who have preceded them, Latinos continue to fulfill their personal and professional potentials in all walks of life and continue to play a major role in contributing to the greatness of this nation; and

WHEREAS, The continued successful educational efforts of Hispanic American students and partnerships with Hispanic parents, staff, and community members contribute to the present and future success of Montgomery County, the State of Maryland, and our nation as a whole; now therefore be it

Resolved, That on behalf of the superintendent, parents, and staff of the Montgomery County Public Schools, the members of the Board of Education hereby declare the period of

September 15 to October 15, 2004, to be observed as Hispanic Heritage Month.

RESOLUTION NO. 529-04 Re: OUTSTANDING SCHOOL PERFORMANCE ON THE SAT FOR 2004

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Ms. Cox, the following resolution was adopted unanimously:

WHEREAS, The 23 high schools of the Montgomery County Public Schools participated in the SAT for the 2003-2004 school year and produced an average score of 1102, the highest ever achieved in the school district; and

WHEREAS, Six of the high schools achieved average SAT scores above 1100: Bethesda-Chevy Chase (1161), Montgomery Blair (1148), Col. Zadok Magruder (1104), Poolesville (1145), Quince Orchard (1102), and Walter Johnson (1177); and

WHEREAS, Another four high schools achieved average SAT scores above 1200, the most high schools ever to surpass this level of performance: Winston Churchill (1210), Richard Montgomery (1203), Walt Whitman (1234), and Thomas S. Wootton (1207); and

WHEREAS, This outstanding level of student performance demonstrates the overall success of the rigorous academic program available to the students of the Montgomery County Public Schools; now therefore be it

Resolved, That the Board of Education recognize the outstanding achievement of its high schools on the SAT for 2004, particularly the six high schools in which the average score exceeded 1100 and four high schools in which average student performance surpassed the score of 1200.

Re: PUBLIC COMMENTS

The following people testified before the Board of Education:

- | | <u>Person</u> | <u>Topic</u> |
|----|---------------|----------------|
| 1. | Steve Singal | Grading Policy |

Re: ORAL REPORT ON THE OPENING OF SCHOOLS

Mr. Bowers reported that enrollment had increased slightly, but the final count will be available on September 30. He commented on hiring 938 teachers – 58 in math, 45 in ESOL, 132 in

special education, and 26 in speech pathology. However, there are still 18 vacancies in special education and 14 vacancies for speech pathologists. Supporting services positions have been filled for the start of school. Finally, facilities with new schools and relocatables were ready for the first day of school.

Mr. Kress continued with a report on the site visits, which confirmed that everything went as planned. He talked about student schedules, residency verification, and class size.

Ms. Cox asked if there were enough reserve teachers, and Mr. Kress replied that there were sufficient reserves.

Mrs. O'Neill asked how many combination classes MCPS had. Mr. Kress reported that there were 41 combination classes in grades 1-2 and 4-5.

Ms. Cox requested that the report on over-enrolled classes include a summary of which schools have combination classes and the grades combined.

Dr. Lacey commented on the first week of school and pervasive issues that are consistent and variable. Executive staff met every day to discuss these issues.

Mr. Lange asked about the status of the vacancies in special education. Mr. Bowers reported that the problem is the availability of teachers. Dr. Lacey said there are university partnerships to generate more special educators, and staff is focused on retention of those professionals.

Dr. Wright remarked that the shortage in speech pathology is national. Furthermore, speech pathologists have a master's degree and must be licensed to practice. There are several innovative plans to fill these positions.

Ms. Cox asked how MCPS is providing services for children. Dr. Wright explained that the school system hires private speech pathologists through contractual arrangements.

Dr. Haughey wanted to schedule a discussion of the ways MCPS supports speech pathologists and special education staff, such as decreasing the paperwork burden. Ms. Cox thought the Research and Evaluation Committee could investigate this issue.

Mr. Romero was interested in the comments of teachers on grading and reporting. Dr. Lacey replied that there is positive feedback.

Mr. Lange had heard about a system (SASE) for high school scheduling, and he would like to hear how MCPS is moving to more effective scheduling.

Ms. Cox thanked all staff for a smooth beginning of school as well as the discussions and

conclusions on the different drivers and restrainers for student achievement.

Mrs. O'Neill complimented staff on the smooth beginning of the Downcounty Consortium.

Ms. Cox confirmed that a summary of the residency verification and the fiscal impact would be reported to the Board either separately or in the next budget presentation.

**Mr. Burnett temporarily left the meeting.

**Re: STUDENT ASSIGNMENT PROCESS FOR
MIDDLE SCHOOL MAGNET CONSORTIUM**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was placed on the table:

WHEREAS, On March 9, 2004, the Board of Education, as part of its action on the FY 2004 Magnet Schools Grant Proposal for Argyle, Belt, and Parkland middle schools, excluded the middle school component of the boundary study to create boundaries for the reopening of the Downcounty Consortium Middle School #9 (Belt) until such time as the United States Department of Education acted on the grant application; and

WHEREAS, On August 13, 2004, the Board of Education received official notice from the federal Magnet School Assistance Program (MSAP) that a grant award was made to MCPS on the basis of its March grant application to create magnet programs for Argyle, Belt, and Parkland middle schools; and

WHEREAS, The MSAP grant includes implementing a student choice process for student assignments to Argyle, Belt, and Parkland middle schools, beginning with the 2005–2006 school year; and

WHEREAS, In accordance with the Board's Long-range Educational Facility Planning Policy, FAA, it is necessary to conduct a community process to revise the current boundaries for Argyle and Parkland middle schools; and

WHEREAS, Due to the late date of the notice of the grant award and the timeline required for implementing the grant, an abbreviated community advisory process is needed; now therefore be it

Resolved, That the Board of Education approve a community advisory process for a student choice assignment plan for the Middle School Magnet Consortium that includes Argyle, Belt, and Parkland middle schools; and be it further

Resolved, That the superintendent provide his recommendation on the choice areas for the student choice assignment plan by October 15, 2004, along with the recommendations for boundary studies approved by the Board of Education on November 20, 2003; and be it further

Resolved, That the superintendent's recommendation on the choice areas for the student choice assignment plan for Argyle, Belt, and Parkland middle schools be reviewed by the Board of Education, as outlined on a draft process outline that provides for a work session and public hearing before Board action.

Re: **DISCUSSION**

Mrs. O'Neill pointed out that the student assignment process is to encourage students to apply to the magnet from Bethesda-Chevy Chase, Rockville, and Walter Johnson high schools. This magnet does not have testing as an entrance criteria. Mr. Lavorgna pointed out that students from those schools will be provided transportation, even though other high school students can apply for admission without transportation.

As a parent, Mr. Romero asked why he would want to send his child to Belt, for example. Mr. Lange explained that Belt will have unique program offerings related to the creative and performing arts.

Mr. Lange was interested in the whole-school magnet programs. He thought it was a major effort to align all staff to this concept, and he asked about the impact on staff time. Mr. Lange said there are four positions in the grant to facilitate that work, and the program will be phased in over several years.

Dr. Haughey asked about the elements of the grant, such as the benefits and timeline. Mr. Lange explained that the grant is \$7.2 million, spread over three years. This is an opportunity to build the academic programs for middle schools in MCPS.

Dr. Lee inquired as to how this concept articulates into the high school. Mr. Lange explained that all high schools are comprehensive; however, some high schools have signature programs that would complement the magnet programs.

Ms. Cox pointed out that this program is an effort to engage children in learning that is interesting. Mr. Lange added that there are standards that students must meet, but those standards may be taught through a different vehicle.

Mr. Romero stated that the timeline is very compressed. Mr. Bowers explained that this is the normal process and the Board can present alternatives to the superintendent's recommendation.

Mr. Lange inquired about the sustainability of this program after three years and the budget process. Mr. Bowers replied that most of the grant focuses on curriculum development, professional training, and/or technology. Therefore, ongoing funding will be limited. However, transportation will be an added expense.

Ms. Cox asked about the communication of this program to students and parents. Mr. Lange thought that the Downcounty Consortium communication piece would be replicated for the program.

Dr. Haughey was concerned about raising aspirations of parents, especially by providing transportation to specific programs.

RESOLUTION NO. 530-04 Re: STUDENT ASSIGNMENT PROCESS FOR MIDDLE SCHOOL MAGNET CONSORTIUM

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:

WHEREAS, On March 9, 2004, the Board of Education, as part of its action on the FY 2004 Magnet Schools Grant Proposal for Argyle, Belt, and Parkland middle schools, excluded the middle school component of the boundary study to create boundaries for the reopening of the Downcounty Consortium Middle School #9 (Belt) until such time as the United States Department of Education acted on the grant application; and

WHEREAS, On August 13, 2004, the Board of Education received official notice from the federal Magnet School Assistance Program (MSAP) that a grant award was made to MCPS on the basis of its March grant application to create magnet programs for Argyle, Belt, and Parkland middle schools; and

WHEREAS, The MSAP grant includes implementing a student choice process for student assignments to Argyle, Belt, and Parkland middle schools, beginning with the 2005–2006 school year; and

WHEREAS, In accordance with the Board's Long-range Educational Facility Planning Policy, FAA, it is necessary to conduct a community process to revise the current boundaries for Argyle and Parkland middle schools; and

WHEREAS, Due to the late date of the notice of the grant award and the timeline required for implementing the grant, an abbreviated community advisory process is needed; now therefore be it

Resolved, That the Board of Education approve a community advisory process for a student

choice assignment plan for the Middle School Magnet Consortium that includes Argyle, Belt, and Parkland middle schools; and be it further

Resolved, That the superintendent provide his recommendation on the choice areas for the student choice assignment plan by October 15, 2004, along with the recommendations for boundary studies approved by the Board of Education on November 20, 2003; and be it further

Resolved, That the superintendent's recommendation on the choice areas for the student choice assignment plan for Argyle, Belt, and Parkland middle schools be reviewed by the Board of Education, as outlined on the draft process outline that provides for a work session and public hearing before Board action.

Re: **LUNCH AND CLOSED SESSION**

The Board of Education recess for lunch and closed session from 12:10 to 2:05 p.m.

RESOLUTION NO. 531-04 Re: **PROCUREMENT CONTRACTS OF \$25,000 OR MORE**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, Funds have been budgeted for the purchase of equipment, supplies, and contractual services; and

WHEREAS, The *No Child Left Behind Act of 2001* requires school districts to make available Supplemental Educational Services (SES) to eligible Title I students to improve reading and math skills; and

WHEREAS, The Maryland State Department of Education (MSDE) has developed a list of for-profit and nonprofit SES providers to render after-school tutoring services; and

WHEREAS, The Division of Academic Support, Federal and State Programs is required to work only with providers from the MSDE-approved list to offer after-school supplemental services to eligible students in seven schools during the 2004-2005 school year; and

WHEREAS, The Division of Academic Support, Federal and State Programs expects to expend approximately \$3,000,000 in federal funds to provide Supplemental Educational Services; now therefore be it

Resolved, That the superintendent of schools be authorized to enter service contracts with the SES providers and to oversee their performance and termination, if required; and be it further

Resolved, That having been duly advertised, the following contracts be awarded to the low bidders meeting specifications as shown below:

C-5803	Diesel Fuel—Extension	
	<u>Awardee</u>	
	BP Corporation	\$3,000,000
04-689	HVAC Air Filters—Extension	
531-12		
	<u>Awardee</u>	
	Complete Air Filter Company	\$ 204,550

26-03S 021050	Services for Underground Fuel Storage Tanks and Fuel Dispensing Pumps—Extension	
	<u>Awardee</u>	
	L.A. Fritter & Son, Inc.*	\$ 72,000
1063.3	Speech and Language Services	
	<u>Awardees</u> (See note)	
	Atlantic Health Services, Inc.*	
	Care Resources, Inc.*	
	EBS Healthcare	
	National Speech/Language Therapy Center*	
	Progressus Therapy, Inc. (Catapult Learning)	
	Therapy Needs, Inc.*	
	TRI Rehab of Germantown, Inc.*	
	Total	\$ 210,000
1091.3	Services for Infants and Toddlers with Developmental Delays	
	<u>Awardees</u> (See note)	
	Care Resources, Inc.*	
	Early Intervention Therapists	
	Jewish Social Service Agency	
	The Language Experience, LLC*	
	National Speech/Language Therapy Center*	
	Pediatric Therapy Associates*	
	Total	\$ 140,000
1134.2	Occupational and Physical Therapy Services for Students with Disabilities	
	<u>Awardees</u> (See note)	
	Care Resources, Inc.*	
	Therapy Needs, Inc.*	
	TRI Rehab of Germantown, Inc.*	
	Total	\$ 150,000
1142.3	Scan Forms	
	<u>Awardees</u>	

	Data Management Corporation	\$ 6,776
	Pearson NCS	20,950
	Printech, Inc.*	<u>41,964</u>
	Total	\$ 69,690
4097.2	Science Equipment Repair Service—Extension	
	<u>Awardee</u>	
	Parco Scientific Company*	\$ 30,000
9006.2	Shade and Upholstery Material—Extension	
	<u>Awardees</u>	
	Crown Shade Company (Grodys, Inc.)	\$ 125,062
	Frankel Associates, Inc.	33,365
	Loktite, Inc.	5,167
	Mileham and King, Inc.	<u>3,748</u>
	Total	\$ 167,342
9008.4	Glass and Glazing Materials	
	<u>Awardees</u>	
	Gardner Glass Products	\$ 36,505
	GE Polymershapes	1,620
	Glass Distributors, Inc.*	31,212
	Hawkins Glass Company	736
	Maryland Glass and Mirror Company	31,275
	Piedmont Plastics	41,113
	Total Plastics, Inc.	<u>1,272</u>
	Total	\$ 143,733
9055.2	Hardwood Wood Chips—Extension	
	<u>Awardee</u>	
	Metro Ground Covers	\$ 82,400
9081.2	Playground Border Boxing and Fibar	
	<u>Awardee</u>	
	Playground Specialist	\$ 160,000
	On-line Help Authoring Software for Staff Development Training	

<u>Awardee</u> Result Tech	\$ 222,744
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TOTAL PROCUREMENT CONTRACTS EXCEEDING \$25,000	\$4,652,459
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* Denotes Minority-, Female-, or Disabled-owned Business

Note: Contract amounts will be based on individual requirements.

**RESOLUTION NO. 532-04 Re: AWARD OF CONTRACT – FOREST KNOLLS
ELEMENTARY SCHOOL ADDITION**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, The following sealed bids were received on July 12, 2004, for the Forest Knolls Elementary School addition project:

<u>Bidder</u>	<u>Amount</u>	<u>Six-Classroom Addition</u>
Dynasty Construction, Inc.	\$2,800,000	\$1,300,000
Phillips Way, Inc.	2,871,000	1,450,000
Meridian Construction Company, Inc.	2,980,000	1,740,000
Tuckman-Barbee Construction Company, Inc.	2,996,000	1,475,000
Keller Brothers, Inc.	3,158,000	1,780,000

and

WHEREAS, Dynasty Construction, Inc., has submitted 9-percent Maryland Department of Transportation-certified Minority Business Enterprise (MBE) participation, of which 4 percent is African American, 1 percent is female, and 4 percent is other minority; and

WHEREAS, Dynasty Construction, Inc., has submitted a waiver for the balance of the MBE requirements; and

WHEREAS, The Department of Facilities Management MBE coordinator has reviewed and certified that the waiver meets the contract requirements, and staff recommends waiving the remaining balance of the MBE requirements; and

WHEREAS, Dynasty Construction, Inc., has completed similar work successfully for the Montgomery County Public Schools; and

WHEREAS, The bids for the alternate for six additional classrooms for full-day kindergarten and class-size initiatives exceed the funds available in the project budget; and

WHEREAS, Planning funds were appropriated in the FY2002 Capital Budget for an addition to Germantown Elementary School, which was subsequently canceled because a new school was approved for the Northwest High School Cluster; and

WHEREAS, There is a residual balance in the Germantown Elementary School project of \$264,035 that is no longer needed; and

WHEREAS, Staff has recommended that the surplus in the canceled Germantown Elementary School addition project be transferred to the Forest Knolls Elementary School project so the alternate classrooms can be included in the construction project; now therefore be it

Resolved, That a \$2,800,000 contract be awarded to Dynasty Construction, Inc., for the Forest Knolls Elementary School base bid addition project, in accordance with drawings and specifications prepared by Cooper Carry, Inc.; and be it further

Resolved, That \$264,035 of bond funds from the canceled Germantown Elementary School addition project be transferred to the Capital Budget Unliquidated Surplus fund; and be it further

Resolved, That \$264,035 from the Capital Budget Unliquidated Surplus fund be transferred to the Forest Knolls Elementary School project; and be it further

Resolved, That a change order in the amount of \$1,300,000 for the alternate six classrooms be approved contingent upon approval of the transfer of funds by the County Council; and be it further

Resolved, That a copy of this resolution be forwarded to the county executive and County Council requesting approval of the fund transfer.

RESOLUTION NO. 533-04 Re: **AWARD OF CONSTRUCTION MANAGEMENT CONTRACT – NORTHWOOD HIGH SCHOOL**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, On December 9, 2003, the Board of Education authorized staff to utilize a

construction management process for the Northwood High School reopening project and awarded a contract to Oak Contracting, Inc., for pre-construction services with an option to add management services for the construction phase of the project; and

WHEREAS, On August 24, 2004, the Board of Education awarded contracts for the concrete, masonry, carpentry, mechanical, and electrical trades for the Northwood High School reopening project; and

WHEREAS, Subsequent to August 24, 2004, Oak Contracting, Inc., received bid proposals for the remaining trade contracts for the project with the exception of the roofing work which will be bid separately by the Department of Facilities Management; and

WHEREAS, Detailed information on these bid proposals is available for review in the Department of Facilities Management; and

WHEREAS, The construction management contract contains provisions that permit the Montgomery County Public Schools (MCPS) to assign the trade contracts that were awarded on August 24, 2004, to Oak Contracting, Inc., as part of a guaranteed price agreement to complete the Northwood High School project; and

WHEREAS, Facilities staff has negotiated a guaranteed price with Oak Contracting, Inc., for the completion of the Northwood High School project that includes the assignment of the trade work bid by MCPS along with all management and general conditions costs; and

WHEREAS, Oak Contracting, Inc., has agreed to accept the assignment of the Northwood High School trade contracts awarded on August 24, 2004, and complete the project for the guaranteed price; and

WHEREAS, Staff has recommended approval of the guaranteed price agreement negotiated with Oak Contracting, Inc., along with the assignment of the August 24, 2004, trade contracts; and

WHEREAS, The Minority Business Enterprise participation will be reported when bid proposals for the roofing trade work are received for this project; now therefore be it

Resolved, That a \$5,737,400 contract be awarded to Oak Contracting, Inc., for the completion of the Northwood High School reopening project in accordance with the drawings and specifications prepared by Fanning/Howey Associates; and be it further

Resolved, That the trade contracts awarded on August 24, 2004, for the completion of the Northwood High School reopening project be assigned to Oak Contracting, Inc.; and be it further

Resolved, That the contract with Oak Contracting, Inc., for the completion of the Northwood High School reopening project be adjusted by the amount of the trade contract assignments.

RESOLUTION NO. 534-04 Re: **AWARD OF CONTRACTS – CLARKSBURG AREA HIGH SCHOOL**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, On February 23, 2004, the Board of Education authorized staff to utilize a construction management process for the Clarksburg Area High School project, with work to begin after July 1, 2004, and be completed by August 2006; and

WHEREAS, The following low bids were received on August 24, 2004, from the listed subcontractors for the specified trades for the Clarksburg Area High School:

<u>Low Bids</u>	<u>Amount</u>
Concrete—Campbell Concrete Company	\$1,894,000
Masonry—KaRon Masonry, Inc.	6,125,200
Roofing—Interstate Corporation	1,206,000
Mechanical—Ronco Mechanical Contractors, Inc.	6,557,000
Electrical—Star Electric Company, Inc.	4,029,200

and

WHEREAS, Detailed information on these bids is available for review in the Department of Facilities Management; and

WHEREAS, The Minority Business Enterprise participation will be reported at the completion of all bid activity for this project; and

WHEREAS, The low bidders have all completed similar work successfully; now therefore be it

Resolved, That contracts be awarded to the above-referenced subcontractors meeting specifications for the Clarksburg Area High School project, for the amounts listed, in accordance with drawings and specifications prepared by Delmar Architects, P.A.

RESOLUTION NO. 535-04 Re: **AWARD OF CONTRACT – RANDOLPH DEPOT STORM WATER MANAGEMENT**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, The following sealed bids were received on June 17, 2004, for the completion of the Randolph Depot storm water management project:

<u>Bidder</u>	<u>Amount</u>
Apex Environmental, Inc.	\$284,006
Francis O. Day Company, Inc.	675,000

and

WHEREAS, The work included in this project is largely self-performed by the bidder, and there is limited opportunity for Minority Business Enterprise (MBE) participation; and

WHEREAS, Staff recommends waiving the MBE participation goal for this project; and

WHEREAS, Apex Environmental, Inc., has completed similar work successfully for the Montgomery County Public Schools; now therefore be it

Resolved, That a \$284,006 contract be awarded to Apex Environmental, Inc., for the completion of the Randolph Depot storm water management project, in accordance with drawings and specifications prepared by View Engineering.

**RESOLUTION NO. 536-04 Re: GAITHERSBURG ELEMENTARY SCHOOL – LAND
EXCHANGE**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, In 1982, the Board of Education and the City of Gaithersburg entered into a Lease Agreement for the use of land associated with the Gaithersburg Elementary School; and

WHEREAS, As a part of the Agreement, the city leases to the Board of Education two parcels consisting of a 0.71 acre of land for use as the school driveway and parking area and, in return, the Board of Education leases 0.83 acre to the city for use as a public parking lot; and

WHEREAS, The city has proposed that these land parcels be exchanged rather than continue the lease arrangement; and

WHEREAS, The land exchange would benefit both parties by establishing clear ownership that is consistent with current use; now therefore be it

Resolved, That the 0.83 acre of land currently being used by the city adjacent to Gaithersburg Elementary School be declared surplus with the intention that it be conveyed to the City of Gaithersburg; and be it further

Resolved, That the president and secretary of the Board of Education be authorized to accept a deed from the City of Gaithersburg for the 0.71 acre to be incorporated into the Gaithersburg Elementary School site; and be it further

Resolved, That the County Council, county executive, and the State Interagency Coordinating Committee be asked to approve this property exchange.

RESOLUTION NO. 537-04 Re: **CONSULTANT CONTRACT – FEASIBILITY AND FINANCIAL ANALYSIS**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, The chairman of the Montgomery County Council's Education Committee has requested that staff explore the possibility of locating the Board of Education administrative offices in the Wheaton redevelopment area on property owned by the Washington Metropolitan Area Transportation Authority (WMATA); and

WHEREAS, A feasibility and financial analysis is needed to determine the suitability and economic viability of relocating and building at this site; and

WHEREAS, Bozzuto Development Company, the firm the WMATA has engaged to develop their site, has agreed to prepare concept plans and financing proposals for building a structure to meet Board of Education requirements for a fee of \$50,200; now therefore be it

Resolved, That the Montgomery County Board of Education enter into a contractual agreement with Bozzuto Development Company to provide professional architectural and financial feasibility services for a new administrative headquarters for a fee of \$50,200.

RESOLUTION NO. 538-04 Re: **PARTIAL CAPITALIZATION OF SELECTED CAPITAL PROJECTS**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, The Montgomery County Office of Management and Budget has recommended the capitalization of countywide capital expenditures incurred as of June 30, 2004; and

WHEREAS, The Montgomery County Public Schools external auditors concur with this recommendation; now therefore be it

Resolved, That the following projects be partially capitalized in FY 2005:

<u>Project No.</u>	<u>Project</u>	(Amts. in Thousands) <u>Partial Capitalization of Expended Funds</u>
9963	Americans with Disabilities Act (ADA) Compliance	\$ 1,058
9993	Advanced Land Acquisition Revolving Fund (ALARF)	1,321
9928	Asbestos Abatement	925
9921	Current Modernizations	40,698
9902	Design and Construction Management	3,229
9903	Educational Technology—Global Access	9,586
9959	Energy Conservation	521
9926	Facility Planning	308
9905	Fire Safety Code Upgrades	2,581
9916	Heating, Ventilation, and Air Conditioning (HVAC) Replacement	2,421
9932	Improved Access to Schools	1,807
9950	Indoor Air Quality Improvements	1,103
246-01	Northwest High School	5,236
9915	Planned Life-cycle Asset Replacement (PLAR)	3,212
9968	Relocatable Classrooms	4,679
9942	Roof Replacement	2,382
9911	Rehab/Renovation of Closed Schools (RROCS)	29,118
9943	School Gymnasiums	5,309
9920	School Security Systems	151
9919	Stadium Lighting	274

**RESOLUTION NO. 539-04 Re: UTILIZATION OF THE FY 2005 PROVISION FOR
FUTURE SUPPORTED PROJECTS FUNDS**

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present:#

WHEREAS, The grants qualify for a transfer of appropriation from the Provision for Future Supported Projects, pursuant to the provisions of County Council Resolution No. 15-631, approved May 27, 2004; and

WHEREAS, The projects do not require any present or future county funds; and

WHEREAS, Sufficient appropriation is available, within the FY 2005 Provision for Future Supported Projects, to permit the transfers within state categories; now therefore be it

Resolved, That the superintendent of schools be authorized to receive and expend, within the FY 2005 Provision for Future Supported Projects, as specified below:

<u>Projects</u>	<u>Amount</u>
Maryland Model for School-Readiness Program	\$
18,180 Student Technology Literacy Consortium	410,000
Aligning Advanced-Level Foreign Language Instruction with National Standards	92,000
Reading First	1,086,598
Enhancing Immersion Programs K–8	172,865
Neglected and Delinquent Children	78,072
Individuals with Disabilities Education	48,787
Emotional Disabilities Cluster Model Project	185,000
Gaithersburg High School Automotive Technician Program	<u>5,400</u>
Total	\$ 2,096,902

and be it further

Resolved, That a copy of this resolution be sent to the county executive and County Council.

RESOLUTION NO. 540-04 Re: **CONTRACT AWARD – PRESCRIPTION DRUG PLAN ADMINISTRATION**

On recommendation of the Superintendent and on motion of Mrs. O’Neill seconded by Dr. Lee, the following resolution was adopted unanimously by members present: #

WHEREAS, The Board of Education by Resolution 563-58 established in 1958 an employee benefit plan to provide life and health insurance to eligible employees; and

WHEREAS, The Board of Education expanded the Employee Benefit Plan (EBP) by Resolution 448-72, 457-72, and 43-76 to include dental coverage, vision coverage, a prescription drug plan, and dependent life insurance; and

WHEREAS, The Board of Education has periodically bid elements of the EBP for the benefit of employees and to reduce administrative costs; and

WHEREAS, The Montgomery County Public Schools has joined with the Montgomery County Government, Montgomery College, and the Maryland-National Capital Park and Planning Commission to solicit proposals to administer their prescription drug plans, effective January

1, 2005; and

WHEREAS, Having been duly advertised under Request for Proposals No. 1160.1, Pharmacy Benefit Management firms were asked to submit proposals for consideration; and

WHEREAS, The Montgomery County Public Schools, Montgomery County Government, Montgomery College and the Maryland-National Capital Park and Planning Commission engaged the services of a benefit consultant, Aon Consulting, Inc., to assist them in the evaluation of proposal responses; and

WHEREAS, Two of the eight vendors that submitted proposals were selected for finalist interviews and were asked to commit to best and final pricing, performance guarantees, and specific contractual commitments; and;

WHEREAS, The evaluation has identified that Caremark, Inc., best meets the needs of Montgomery County Public Schools; and

WHEREAS, The Montgomery County Public Schools and its employees will continue to have a high-quality prescription drug plan and will achieve an estimated \$2 million in annual savings from this award; now therefore be it

Resolved, That a contract for administering the Montgomery County Public Schools prescription drug plan be awarded to Caremark, Inc.; and be it further

Resolved, That the Board of Education president and superintendent of schools be authorized to execute the documents necessary for this transaction.

RESOLUTION NO. 541-04 Re: HUMAN RESOURCES MONTHLY REPORT

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education accept the Human Resources Monthly Report dated September 14, 2004.

**RESOLUTION NO. 542-04 Re: DEATH OF PATRICIA A. GRIFFITHS INSTRUCTIONAL
DATA ASSISTANT STRAWBERRY KNOLL
ELEMENTARY SCHOOL**

On recommendation of the Superintendent and on motion of Mr. Romero seconded by Mr. Lange, the following resolution was adopted unanimously by members present:

WHEREAS, The death on August 20, 2004, of Mrs. Patricia A. Griffiths, instructional data assistant at Strawberry Knoll Elementary School, has deeply saddened the staff, students, and members of the Board of Education; and

WHEREAS, During the short time she had worked for Montgomery County Public Schools, Mrs. Griffiths demonstrated exceptional dependability and reliability; and

WHEREAS, Mrs. Griffiths' pride in her work and her dedication to duty were recognized by the staff and associates alike; now therefore be it

Resolved, That the members of the Board of Education and the superintendent of schools express their sorrow at the death of Patricia A. Griffiths and extend deepest sympathy to her family; and be it further

Resolved, That this resolution be made a part of the minutes of this meeting and a copy be forwarded to Mrs. Griffiths' family.

RESOLUTION NO. 543-04 Re: APPOINTMENT

On recommendation of the Superintendent and on motion of Mr. Sanghvi seconded by Dr. Haughey, the following resolution was adopted unanimously:

Resolved, That the following personnel appointment be approved effective September 15, 2004:

<u>Appointment</u>	<u>Current Position</u>	<u>As</u>
Tania Jarosewich	Associate Director, Indiana Center for Evaluation and Education Policy	Coordinator of Program Evaluation, Department of Shared Accountability

RESOLUTION NO. 544-04 (omitted)

RESOLUTION NO. 545-04 Re: PRELIMINARY PLAN – COLLEGE GARDENS ELEMENTARY SCHOOL

On recommendation of the Superintendent and on motion of Mrs. O'Neill seconded by Dr. Haughey, the following resolution was adopted unanimously by members present:

WHEREAS, The architect for the modernization of College Gardens Elementary School, Robert J. Glaser & Associates, has prepared a schematic design in accordance with the educational specifications; and

WHEREAS, The College Gardens Elementary School Facility Advisory Committee has approved the proposed schematic design; now therefore be it

Resolved, That the Board of Education approve the preliminary plans report for the modernization of College Gardens Elementary School developed by Robert J. Glaser & Associates.

**Re: UPDATE ON THE BALDRIGE-GUIDED SCHOOL
IMPROVEMENT PROCESS**

Mr. Bowers invited the following people to the table: Dr. Michael Perich, coordinator, Systemwide Continuous Improvement; Ms. Wanda Carroll, principal, Waters Landing Elementary School; Mr. William Gregory, principal, Martin Luther King, Jr., Middle School; Ms. Donna Hollingshead, executive director, Office of the Deputy Superintendent of Schools; Ms. Suzanne Maxey, principal, Seneca Valley High School; Mr. Jerrold Perlet, principal, Sherwood Elementary School; and Mr. Juan Johnson, Seneca Valley Cluster Coordinator.

The Montgomery County Public Schools (MCPS) has adopted the Malcolm Baldrige Criteria for Performance Excellence as the continuous improvement model for all schools and offices. This research-based model has been in existence in the United States and many other countries since 1987 for manufacturing, service, and small business organizations. In 1999, the criteria were adapted for education and health-care organizations and are successfully being implemented by school systems throughout the United States.

MCPS began the process of implementing the Malcolm Baldrige Criteria for Performance Excellence as its model for continuous improvement in 2000, as a participant in the national Baldrige in Education Initiative (BiE IN). MCPS received \$137,000 from Goals 2000 grants which was used for staff development for central office staff, the Walter Johnson Cluster, and Waters Landing Elementary School.

A Baldrige Leadership Team representing all stakeholder groups was established in February 2002 and serves as the guiding coalition for implementing the Baldrige Criteria for Performance Excellence throughout MCPS. The Board of Education also has taken a leadership role in the Baldrige initiative in MCPS and has used the Baldrige Criteria to help frame its work. Ms. Sharon Cox, president of the Board, is a member of the leadership team and has been instrumental in involving the Board and articulating the Board's perspective during leadership team meetings. The team meets monthly to monitor the implementation and to discuss deployment strategies.

On March 15, 2004, the Office of the Chief Operating Officer was awarded the U.S. Senate Productivity and Maryland Quality Award (Bronze), which is based on the Baldrige National Quality Award Program's Criteria. Consistent with the philosophy of continuous improvement,

the feedback report received as part of the award process is driving the Office of the Chief Operating Officer's strategic planning process.

MCPS also submitted an application for The Malcolm Baldrige National Quality Award on May 27, 2004. The application was evaluated by members of the Board of Examiners, reviewed by the panel of judges, and selected to advance to Stage 2—consensus review. Only 34 of the 66 applications submitted nationwide were advanced to Stage 2. On September 17, MCPS will be notified if its application has been moved to Stage 3, which is a site visit conducted by the national examiners.

As MCPS moves forward with integrating the philosophical and organizational development underpinnings of the Baldrige concepts of continuous improvement in all schools and offices, staff recognizes the challenge of reaching approximately 20,000 employees and 191 schools. One strategy that has been successful is the implementation of the Baldrige-guided School Improvement Process that adds additional rigor and accountability to the current process. Currently, 86 schools are involved and many of them have integrated the concepts at the classroom level. All schools participated in two days of intensive training. The schools were required to have all stakeholder groups represented. Staff development specialists, community superintendents, directors of school performance, and the coordinator of systemwide continuous improvement continue to provide follow-up support. All schools will be using the new process by FY 2006. Like any other innovation, however, schools and offices are at different stages of institutionalizing the process. The handbook, *My Job, Your Job, Our Job*, was developed specifically for teachers to help them create a classroom learning system using the Baldrige categories, core values, and quality tools.

The strategies mentioned above will provide staff with the awareness and understanding of how the Baldrige concepts are closely aligned with the Framework for Improving Teaching and Learning and confirm that Baldrige is not an add-on. However, to make the concepts tangible, teachers need to see how the model can be applied with students as not only part of the school improvement planning process, but also part of the teaching/learning process. As a result, staff has established two quality academies—one at Sherwood Elementary School and the other at Waters Landing Elementary School. The academies will provide visiting teachers and administrators with professional development and an opportunity to observe classroom teachers using the model with students. Both academies will be under the direction of the coordinator of continuous improvement and staffed with an outstanding, experienced teacher. Mrs. Sharon Hawkins will be assigned to the Sherwood academy and Mrs. Suntime Gifford will be assigned to the Waters Landing Academy. Currently, Mrs. Hawkins is working half time with the coordinator of continuous improvement and Mrs. Gifford is a Grade 4 teacher at Waters Landing Elementary School. Both are outstanding teachers, skilled in implementing the model with students. The plan is to establish academies at a middle school and a high school eventually. As the project moves forward, staff will provide the Board with additional information.

During the next year, MCPS will do the following:

- Implement the Baldrige-guided School Improvement Process in the 105 remaining schools;
- Train all central office staff to use the process in the development and implementation of their programs;
- Develop a handbook for principals similar to *My Job, Your Job, Our Job*;
- Identify exemplar schools that will become visitation sites for other schools and school systems throughout the state;
- Create additional academies; and
- Develop self-assessment tools to monitor implementation at the school and system levels.

In addition, staff will continue to develop the Baldrige Web site to include video clips containing comments from students, staff, and parents about how they are using the criteria in their schools and classrooms; school improvement plan samples; information about quality tools; and information about using Blackboard to share best practices online.

Re: **DISCUSSION**

Mrs. O'Neill thanked staff for its commitment to children in using the Baldrige concepts. Baldrige is not an add-on, but a way to enhance school improvement for greater student achievement.

Mr. Lange thanked staff for the presentation, and he was pleased to hear from parents. However, he thought that student participation would enhance the discussion. He asked if decision-sharing by the principal makes the job more doable because there is a chance to get buy-in and share leadership. Ms. Hollingshead replied that participation and ownership leads to accountability and the celebration of achievement for everyone.

Mr. Lange asked what the reaction was to all stakeholders' involvement, especially students. Mr. Gregory responded that students were surprised when asked for their input, but many of the initiatives would not have happened if the students had not been involved in the whole process. Ms. Maxey thought it was important to listen to the students.

Mr. Lange inquired about how the Baldrige initiative goes beyond academics and whether or not it affected elements of the climate of the school, such as discipline. In her school, Ms. Carroll stated that the students are collecting data on discipline to create a plan to improve school climate. In his school, Mr. Perlet stated that students evaluated lunch, and changes have been made based on that data. In middle and high schools, teachers use the quality tools for input and adjustments are made based on student input.

Mr. Sanghvi commented that students appreciate being heard, and they are gratified when a change takes place. He thought the Baldrige progress was important to enhance two-way communication with the administration. He believed that schools are better when students can freely express their opinions, and it is great when suggestions are implemented by teacher and principals.

Dr. Lee thought the principals and other administrators deserved some of the credit for implementing Baldrige since they drive the process.

Ms. Cox noted that throughout her involvement with the school system she had heard the term continuous improvement. However, until the Baldrige initiative, the system never had the tools to make continuous improvement a reality and, therefore, change the culture of the school system. Baldrige equips people with the tools to change attitudes and behaviors. The resulting consistency in quality makes MCPS a world-class school system.

**Mr. Burnett rejoined the meeting.

Re: UPDATE AND DISCUSSION ON THE SAT

Mr. Bowers invited the following people to the table: Mr. Dale Fulton, associate superintendent, Office of Curriculum and Instructional Programs; Mr. Stephen Bedford, community superintendent, Office of School Performance; Dr. Theresa Alban, director, Department of Shared Accountability; and Mrs. Carol Blum, director, High School Instruction and Achievement, Office of Curriculum and Instructional Programs.

The highest average SAT score in the history of MCPS was achieved by the Class of 2004. This score of 1102 marks the first time that the average SAT score in MCPS exceeded 1100 and is eight points higher than last year's score. The Class of 2004 is the first class that was exposed to the full range of ongoing high school reforms in MCPS. These reforms focus on providing increased academic rigor and opportunities for greater numbers of students to enroll in challenging courses. This SAT score reflects the success of the reform initiative begun in 1999 and emphasizes the results of a continuing commitment to raising the level of student achievement. This memorandum provides a discussion of the 2004 SAT scores, systemwide reform efforts that contributed to the significant increases in the achievement of MCPS high school students, and the new SAT.

The SAT remains the most important test for graduating seniors in the United States. The SAT is nationally recognized by colleges and universities as the standard measurement of student preparation and likelihood for success in postsecondary education. According to The College Board, the SAT tests students' reasoning and ability to analyze and solve problems by applying the knowledge and skills developed through their high school course work. SAT scores are a significant part of the admissions process at most postsecondary institutions in

the United States. Montgomery College and many other community colleges use SAT results to determine placement in both remedial and credit courses. In addition, SAT scores affect the availability of scholarship money and financial aid.

This year's average SAT score of 1102 was achieved by the largest number of MCPS students ever taking the SAT: 7,263 students. Four high schools produced average SAT scores above 1200 this year, compared to two high schools in 2000, and 10 high schools produced average scores above 1100, compared to seven high schools five years ago. This outstanding achievement occurred during a period of significant demographic change in student enrollment characterized by greater cultural and racial/ethnic diversity, greater student poverty, greater limited English proficiency, and an increase in the enrollment of students with disabilities.

Overall, the average scores for African American and Hispanic students did not change, remaining steady among African American students (917) and declining by one point among Hispanic students (944). These scores continue to reflect the stubborn and persistent achievement gap between African American and Hispanic students and their White and Asian classmates. School districts across the country have been tackling this issue for many years, but few districts were able to implement strategies and programs that positively affect large numbers of students over sustained periods of time.

Research on the achievement gap identifies the practices that contribute to raising the academic achievement of groups of students who demonstrated lower levels of achievement than their peers. These practices are: demonstration of high expectations, culturally relevant instruction, caring relationships, and effective parent and community involvement. In response to these sensitive issues, MCPS created the Diversity Training and Development Team in the Office of Organizational Development. This team works to build the capacity of all MCPS staff to close the achievement gap by race/ethnicity, socio-economics, disability, and language. In addition, the Department of Family and Community Partnerships has been moved into the Office of Curriculum and Instructional Programs (OCIP) to emphasize curriculum and instruction and academic preparation. Schools that demonstrate some progress in narrowing the gap ensure that participation in all aspects of their programs reflect the diversity of their student population. These schools actively recruit students from underrepresented groups to take rigorous classes and provide personalized support for students to be successful.

The average score of students receiving special education services increased by 26 points to 924, compared to an average score of 1112 (up seven points) among students who do not receive special education services. Students on the Free and Reduced-price Meals System (FARMS) increased their average SAT score by 16 points to 894. The average score among students in the English for Speakers of Other Languages (ESOL) program was 757, down 54 points from 2003, compared to an average score of 1108 (up 11 points) among non-ESOL students.

Over the past five years, the number of ESOL students who took the SAT ranged from 75 to 142, with 104 ESOL students participating in 2004. ESOL students are not well represented in the population of SAT test-takers because many of them have not developed sufficient English language ability to demonstrate content understanding on the SAT. Moreover, acquisition of academic language required by high-stakes assessments requires five-to-seven years of continuous study. The analysis of language proficiency data for ESOL students taking the SAT indicates that the difference between the average SAT scores for students at the advanced level of language proficiency and those at the beginning and intermediate levels is more than 150 points. The time necessary to acquire academic English and the level of language proficiency of each ESOL student taking the SAT has a significant effect on performance on the SAT.

The administration of the PSAT to all Grade 10 students is an important component of the MCPS plan for increasing student achievement and has a direct effect on SAT scores. By providing this test free of charge to all Grade 10 students, MCPS has ensured that all students have the opportunity to take this test before taking the SAT and receive a detailed score report that provides information on what skill areas need to be strengthened. These detailed student reports are used at the school level to support individual students and to adjust classroom instruction. They are analyzed by curriculum developers in the Department of Curriculum and Instruction (DCI), OCIP, to revise and adjust instructional guides to align with student needs. The Department of Shared Accountability can assist decision-makers by providing supplemental analyses that show relationships between SAT results and academic reforms.

Although the 2004 average SAT score of ESOL students was down 54 points from 2003, students at individual schools made significant improvements. These improvements can be attributed to the development of a systematic plan that addresses both language acquisition and structured preparation for the SAT as part of a schoolwide program. For example, Albert Einstein High School's ESOL student participation rate increased from two students in 2003 to 21 in 2004. Additionally, in 2002 the Division of ESOL/Bilingual Programs implemented a pilot at Albert Einstein High School to accelerate and support achievement for students as they transition from ESOL to regular classes. After this structured language and content preparation, average SAT scores for ESOL students at Einstein increased from 686 in 2002 to 753 in 2004.

The total average SAT scores of African American students in several MCPS high schools increased this year after the implementation of innovative and personalized activities. At Wheaton High School, where the average SAT scores of African American students increased by 62 points, from 802 to 864, all seniors were contacted individually by the principal or an assistant principal and a counselor, to encourage and support SAT participation and success. As with other school efforts to increase student achievement, the

staff ensured that the students involved reflected the demographics of the school's population. In addition to providing opportunities for the students to enroll in SAT Preparation courses, the school contacted students' families to provide them with information on the importance of taking the SAT, the registration and preparation for the test, and the college application process.

Several innovative programs have influenced SAT scores in MCPS. The High School Task Force, a multi-stakeholder group established by the Board of Education, developed The Standards for Success for High Achieving High Schools by exploring and studying successful research-based practices and programs that support student achievement. The task force findings that have been embraced by MCPS high schools to support increased student success include the involvement and collaboration of all members of a school community, a focus on high expectations for all students, connections with post-high school education and careers, and positive student-staff engagement. Several high schools have developed and implemented signature programs that support the process of increasing student achievement. Several of these unique programs focus on writing, arts and humanities, and science.

Another innovative program with a positive influence on student achievement is the development and implementation of small learning communities, a research-based model for delivering rigorous and relevant programs in high schools. This model engages students in academically challenging programs that are related to their interests and goals while establishing a personalized learning environment. Small learning communities provide experiences and opportunities that enable students to focus on postsecondary education and careers.

After data analysis of SAT results, OCIP, the Office of School Performance (OSP), and the Department of Shared Accountability (DSA) collaborated with principals and school staff to provide a number of options to help prepare students for the SAT administered during the 2003–2004 school year. Schools were offered several intervention options fully supported by OSP and OCIP. These choices included the MCPS SAT Preparation course during the school day, the SAT Preparation Crash course during lunch and/or after school, the MCPS online SAT Preparation course, or after-school sessions offering specific support for mathematics or English skills. Schools received lists of students who registered to take the SAT and students who had not yet registered but could benefit from taking the test. School staff counseled these students, encouraging them to register for the test and to take advantage of one of the preparatory options available at their school. In addition, schoolwide activities, such as SAT question-of-the-day and practice test items, were planned and disseminated by interdisciplinary teams to prepare students for the SAT. Schools and central office staff will continue to collaborate to develop strategies and activities to support increased student participation and performance on the SAT.

A new instructional guide for the SAT Preparation elective course was developed by OCIP

specialists and teachers. The OCIP specialists also worked with Wheaton High School teachers to develop and implement the Crash Course. The instructional guide for this course is available for all high schools and was used to prepare students for the SAT during the 2003-2004 school year. The MCPS Online SAT Preparation course, which was developed by OCIP instructional specialists and classroom teachers, was piloted in summer 2003 and is now available for all students and teachers.

After reviewing their data, schools selected appropriate intervention options and submitted requests to their community superintendents for resources to implement the options. As indicated by the increased SAT participation and scores, these efforts are successful in providing greater opportunities for more students. Principals, administrators, counselors, and teachers at all high schools made great efforts to encourage and support students by implementing these additional activities. DSA and OCIP are currently reviewing the data, costs, and feedback from students and teachers to determine the most successful intervention activities. Preliminary results indicate that SAT scores and participation rates increased in schools that implemented whole-school strategies, as well as offering the MCPS SAT Preparation and Crash courses.

Increasing student participation and performance on the SAT is a highly complex and long-term endeavor. Short-term interventions are only part of the answer to providing all students with increased opportunities for postsecondary education and careers. A multi-stakeholder work group met from September 2003 to January 2004 to develop a long-term SAT plan for MCPS. One clear theme emerged from the group's work: "to be prepared for success on the SAT and in postsecondary education and careers, students must have access, opportunity, and invitation to engage successfully in challenging courses based on sound instructional practices and rigorous curriculum."

Aligned pre-K-12 curriculum, instruction, and assessment that target preparing students for college-level work, by or before graduation, are integral to a systemic plan for improving SAT participation and performance. This cycle of access, opportunity, and invitation must cross all school levels and all grades. Students must begin their preparation for college-level work at the very beginning of their school careers and that preparation must continue grade by grade, subject by subject, course by course, and school level by school level in an aligned and systematic manner. In addition, students and their families must receive the invitation to think about college as a real possibility early in students' school careers, and they must receive that invitation and information about college requirements, admissions, financing, and scholarships throughout their years in MCPS.

The long-term SAT work group identified effective practices related to the goal of increasing SAT participation and performance by all student groups within the school system. The planning group recommended a number of actions to improve academic performance and to expand the options of all students, including: sharpen the focus on reading, writing, and

thinking at a critical level across grades and disciplines; communicate the expectation that all mathematics teachers in all grades are responsible for student achievement in advanced mathematics in high school; develop and implement a consistent articulation plan for communication, decision-making, data analysis, and program evaluation across each school level; and identify leading indicators of SAT participation and performance to expand interventions that provide students with test orientation strategies, preparation, and practice. The immediate recommendations of the work group include continuing SAT short-term interventions, collecting data to evaluate MCPS SAT preparation courses, identifying target audiences, revising test preparation curriculum, and developing guidelines for selecting and training test preparation teachers. In accordance with the work group's findings, MCPS staff has enhanced outreach to students and parents regarding the importance of taking the SAT, early preparation, study strategies, and test review. OCIP developed resources to prepare staff for the new SAT and to improve literacy instruction across the content areas.

In March 2005, The College Board will administer the new SAT, which contains a student-written essay. The current SAT will be administered through January 2005. Most high school students who are scheduled to graduate in 2005 will take the current SAT I. Current juniors, students in the class of 2006, will be the first class to take the new test.

The new SAT will contain a writing component with multiple-choice questions on grammar and usage and a student-written essay. The multiple-choice questions are similar to those that have appeared on the PSAT since 1997. The essay measures a student's ability to develop and support a position on a topic. The writing score range will be 200–800 (the same as the reading and mathematics components), comprised of subscores from the multiple-choice and student essay sections. The total combined range score on the new SAT is 600–2400.

Based on field trial results, The College Board expects that changes to the verbal and mathematics sections will not affect the difficulty or reliability of the test. The score scales for mathematics and critical reading on the new SAT will be comparable to the score scales on the mathematics and verbal sections of the current SAT. Colleges and universities are likely to continue past practices of accepting a student's highest individual verbal (critical reading on the new SAT) and mathematics score from either the old SAT, the new SAT, or a combination of the two examinations.

The best preparation for either form of the SAT remains the same: for students to challenge themselves throughout middle and high school by taking rigorous courses. Students should read and write as much as possible, both in and outside of school. Because the new SAT will be more closely aligned with classroom work, students will benefit from taking the SAT in the spring of their junior year when they are more academically experienced and mature.

The MCPS SAT Preparation course will be revised to reflect the changes in both question types and content of the new SAT. Familiarity with the question types and directions on the

test will be a benefit to students taking the test. The College Board has provided schools with *A Guide to the NewSAT Essay* to ensure that all students have a chance to practice the kind of essay that will be on the new SAT. *Real SATs*, the successor to *10 Real SATs*, focuses on the new SAT and will be published by The College Board in Fall 2004 to help prepare students who are taking the new SAT in March 2005 and beyond.

MCPS developed an online, credit-bearing SAT Preparation course based on the instructional guide for the SAT Preparation course that is offered as a traditional class during the school day. This online version was introduced to a limited group of students as a pilot during summer school in 2003 and 2004. This online course is being offered again to prepare high school students for the December 2004 examination. In collaboration with the Maryland Student Online Consortium, the online course will be revised for Spring 2005 to prepare students for the new SAT.

MCPS will continue to update principals, staff, students, and parents regarding the new SAT through presentations, publications, and the Web site. Community presentations in collaboration with many parent groups, including the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA), are scheduled to familiarize families with the significance of the SAT for college preparation and the changes in the new SAT. The MCPS Department of Communications and Public Information will provide videos and information clips on cable television to further inform the public about student participation and success on the SAT. The MCPS partnership with The College Board will continue to provide resources and information in a timely manner. In addition, MCPS is working with The College Board to provide additional testing sites within Montgomery County to accommodate all MCPS students and to streamline registration and reporting of scores to schools and the district. OCIP staff members from the high school instruction office and ESOL have attended College Board workshops to prepare for the new SAT and, in particular, the new student-written essay. Instructional guides for the SAT Crash Course and SAT Preparation credit course will be revised for Spring 2005 to reflect changes in the SAT.

MCPS has made great strides in achieving the district's strategic plan milestone of increasing SAT participation and performance. However, staff is aware that more work needs to be done to narrow the gap in the SAT participation and performance of subgroups of students, particularly African American and Hispanic students. Staff will continue to seek solutions to this national issue by studying, observing, and exploring local and national practices and programs that have demonstrated some success in narrowing the gap. This exploration must include all stakeholders (particularly parents), community members, and students.

A systemwide collaboration of visionary leaders and dedicated staff paved the way for greater student success on the SAT. MCPS will continue to provide the challenges and supports that will prepare students for their postsecondary world of colleges and careers.

**Dr. Lee left the meeting.

Re: **DISCUSSION**

Mr. Sanghvi thought it was important for students to become familiar with the terms and patterns of the SAT. In addition, the vocabulary portion is still a problem. Mr. Bedford replied that one of the long-term recommendations is to administer a smaller sub-section of the PSAT so students can ascertain their strengths and/or weaknesses.

Mrs. O'Neill congratulated principals, teachers, and students for all their hard work. She noted that the students that have been with MCPS from the beginning score with distinction on the SAT.

Ms. Cox asked about the score scales between the old and new SAT. If the content changes, will that make a difference? Dr. Alban replied that The College Board has done research on this and believes the tests are comparable.

Mrs. O'Neill asked if College Prep is available in other languages. Mr. Fulton replied that it is only available in English, but there are interpreters at the student and parent meetings.

Mr. Lange inquired about the process of encouraging students to prepare for the SAT. Dr. Arlotto responded that staff works to convince and encourage students to prepare with the PSAT and then take the SAT.

Mr. Lange thought that students must be aware of the need to develop basic skills for future testing before the sixth grade. Mr. Fulton remarked that the new curriculum focuses on improved academic results that will be reflected in SAT scores.

Mr. Lange asked what the system was doing to increase or refocus on writing and reading. Mr. Fulton explained that Six-traits in Writing emphasizes writing and has increase proficiency. Also, the Maryland testing program focuses on writing skills. In reading, the system must address interventions at the secondary level.

Ms. Cox asked if there will be a correlation between the Maryland High School Assessments (HSA) and the SAT. Dr. Alban stated that staff will do research to ascertain any correlation.

Mr. Burnett thought the theme for the day was preparing children to be successful starting in kindergarten. What about writing for the 8th and 9th graders who will take the SAT in a few years? What is the system doing to strengthen writing skills? Mr. Fulton replied that there is a revised language arts curriculum for those grades. Dr. Arlotto stated that many teachers are being trained to focus on reading and writing as a part of all subjects.

Mr. Burnett noted that the test results are used to adjust classroom instruction. If curriculum is being followed, how is instruction adjusted? Ms. Blum replied that the curriculum is not a day-to-day formula, and there is room to adjust instruction to meet the individual's needs.

Ms. Cox thought the discussion was a reflection of the alignment of goals and shared accountability. She remarked that the system is still grappling with communicating the goals to the community, especially since the system is dedicated to preparing students for college so that choice is available to them. She asked about the on-line course. Ms. Blum stated that flyers went out to the schools. The student has to log in a certain number of time and interact.

Re: BOARD/SUPERINTENDENT COMMENTS

Mr. Sanghvi reported that he attended the opening meetings for both MCR and MCJC leadership.

Dr. Haughey appreciated having everyone participate in the forum, and participants thought it was a positive experience.

Mr. Romero reported that he attended the back-to-school night at Watkins Mill High School, and staff is focusing on grading and reporting.

Mr. Lange commented on the forum, and he is looking forward to the next two. It was a positive experience with participants hearing others' concerns.

Mrs. O'Neill was pleased with the structure of the forum. She also reported that the music department of Bethesda-Chevy Chase High School was one of four recipients of a special "GRAMMY on the Hill" award from the Washington, D.C., Recording Academy at a ceremony on September 8. The awards were presented to groups or individuals who have demonstrated outstanding support for the musical arts, musicians, and music education programs.

Ms. Cox pointed out that the forums were for strategic planning, upon which the budget will be developed. She also attended the annual flag raising at John T. Baker Middle School, and it was a very nice event commemorating September 11.

RESOLUTION NO. 546-04 Re: CLOSED SESSION RESOLUTION

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

WHEREAS, The Board of Education of Montgomery County is authorized by the *Education Article* and *State Government Article of the Annotated Code of Maryland* to conduct certain

meetings or portions of its meetings in closed sessions; now therefore be it

Resolved, That the Board of Education of Montgomery County conduct a closed session on Monday, September 27, 2004, in Room 120 of the Carver Educational Services Center to meet from 7:00 to 7:30 p.m. to discuss personnel matters, as permitted under Section 10-508(a)(1) of the *State Government Article*; consult with counsel to obtain legal advice, as permitted by Section 10-508(a)(7) of the *State Government Article*; review and adjudicate appeals in its quasi-judicial capacity; and discuss matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*); and be it further

Resolved, That such meetings shall continue in closed session until the completion of business.

RESOLUTION NO. 547-04 Re: REPORT OF CLOSED SESSION

On recommendation of the Superintendent and on motion of Mr. Lange seconded by Mrs. O'Neill, the following resolution was adopted unanimously by members present:

On August 24, 2004, by unanimous vote of members present, the Board of Education voted to conduct a closed session as permitted under the *Education Article § 4-107* and *State Government Article § 10-501, et seq.*, of the *Annotated Code of Maryland*.

The Montgomery County Board of Education met in closed session on August 24, 2004, from 4:30 to 7:55 p.m. in Room 120 of the Carver Educational Services Center, Rockville, Maryland, and

1. Reviewed and considered the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*): 2004-47, 2004-54, 2004-55, 2004-57, 2004-59, NEC-2004-21, DCC-2004-22, T-2004-26, NEC-2004-28, T-2004-29, T-2004-30, DCC-2004-31, NEC-2004-33, DCC-2004-34, DCC-2004-35, T-2004.38, NEC-2004-40, T-2004-41, NEC-2004-42, T-2004-43, and NEC-2004-45.
2. Reviewed and adjudicated the following appeals in its quasi-judicial capacity outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*) with a subsequent vote to approve in open session: 2004-37, 2004-38, 2004-39, 2004-40, 2004-41, 2004-44, NEC-2004-44, T-2004-51, DCC-2004-54, T-2004-56, T-2004-58, NEC-2004-59, T-2004-60, T-2004-61, DCC-2004-62, and T-2004-67.
3. Reviewed the Superintendent's recommendation for a Human Resources Monthly Report and Appointments, subsequent to which the vote to approve was taken in open session.
4. Considered the acquisition of real property for a public purpose and matters directly related thereto.
5. Consulted with counsel to receive legal advice as permitted under Section 10-508(a)(7) of the *State Government Article*.
6. Discussed matters of an executive function outside the purview of the Open Meetings Act (Section 10-503(a) of the *State Government Article*).

In attendance at the closed sessions were: Larry Bowers, Judy Bresler, Pat Clancy, Sharon Cox, Dale Fulton, Charles Haughey, Richard Hawes, Roland Ikheloa, Don Kress, Frieda Lacey, Walt Lange, Joe Lavorgna, Henry Lee, George Margolies, Michael Molinaro, Pat O'Neill, Brian Porter, John Q. Porter, Lori Rogovin, Gabe Romero, Glenda Rose, Sagar Sanghvi, Maree Sneed, Matt Tronzano, Jerry Weast, and Carey Wright.

RESOLUTION NO. 548-04 Re: MINUTES OF THE JULY 1, 2004, MEETING

On motion of Mr. Sanghvi and seconded by Dr. Haughey, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the minutes for its July 1, 2004, meeting.

RESOLUTION NO. 549-04 Re: **MINUTES OF THE JULY 6, 2004, MEETING**

On motion of Dr. Haughey and seconded by Ms. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the minutes for its July 6, 2004, meeting.

RESOLUTION NO. 550-04 Re: **MINUTES OF THE JULY 9, 2004, MEETING**

On motion of Mr. Lange and seconded by Mr. Romero, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the minutes for its July 9, 2004, meeting.

RESOLUTION NO. 551-04 Re: **MINUTES OF THE JULY 29, 2004, MEETING**

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education approve the minutes for its July 29, 2004, meeting.

RESOLUTION NO. 552-04 Re: **APPEAL 2004-47**

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-47, student discipline, reflective of the following vote: Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm; Mr. Burnett was absent when this case was adjudicated.

RESOLUTION NO. 553-04 Re: **APPEAL 2004-54**

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-54,

complaint from the public, reflective of the following vote: Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to dismiss in part and to remand in part; Mr. Burnett was absent when this case was adjudicated.

RESOLUTION NO. 554-04 Re: APPEAL 2004-55

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-55, student discipline, reflective of the following vote: Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm; Mr. Burnett was absent when this case was adjudicated.

RESOLUTION NO. 555-04 Re: APPEAL 2004-57

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-57, course offering, reflective of the following vote: Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to reverse; Mr. Burnett was absent when this case was adjudicated.

RESOLUTION NO. 556-04 Re: APPEAL 2004-59

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Decision and Order in Appeal 2004-59, teacher suspension, reflective of the following vote: Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero; Mr. Sanghvi does not have a vote on this type of appeal; Mr. Burnett was absent when this case was adjudicated.

RESOLUTION NO. 557-04 Re: APPEAL T-2004-63

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Order in Appeal T-2004-63, student transfer, reflective of the following vote: Mr. Burnett, Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 558-04 Re: APPEAL NEC-2004-65

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Order in Appeal NEC-2004-65, student assignment, reflective of the following vote: Mr. Burnett, Ms. Cox, Dr. Lee, Dr. Haughey, Mr. Lange, Mrs. O'Neill, Mr. Romero, and Mr. Sanghvi voting to affirm.

RESOLUTION NO. 559-04 Re: APPEAL T-2004-64

On motion of Mrs. O'Neill and seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adopt its Order in Appeal T-2004-64, student transfer, reflective of the following vote: Dr. Haughey, Mr. Lange, Mrs. O'Neill, and Mr. Romero voting to affirm; Mr. Burnett, Ms. Cox, Dr. Lee, and Mr. Sanghvi voting to reverse (absent a majority of the Board voting to affirm or reverse, the decision of the chief operating officer stands).

Re: NEW BUSINESS

There was no new business.

Re: ITEMS OF INFORMATION

The following material was available:

1. Legal Fees Report
2. Construction Progress Report

RESOLUTION NO. 560-04 Re: ADJOURNMENT

On recommendation of the Superintendent and on motion of Mr. Burnett seconded by Mr. Sanghvi, the following resolution was adopted unanimously by members present:

Resolved, That the Board of Education adjourn its meeting of September 14, 2004, at 5:20 p.m.

PRESIDENT

SECRETARY

JDW:gr

MONTGOMERY COUNTY BOARD OF EDUCATION SUMMARY SHEET

September 14, 2004

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